Tyler Brown

EDU 221/Dr. Theresa

Essential Belief Statement

1/25/13

I, like most people, had a variety of influences that led to my career choice as a secondary school educator. Of the most prominent influences, however, were a few incredibly inspirational Staff members at Bonny Eagle High School, my dad, a girl named Katie McGonagle, and my own witnessing of the flaws prevalent in public education that may have, if improved, guided many adolescents toward a more prosperous life.

To teach Social Studies at the high school level has appealed to me since the beginning of my high school career. I have always been interested in learning about humans, places, cultures, etc. and have always wanted to work in a field where I am able to make a positive difference in someone’s life. It is especially appealing to me to think about helping someone during a pivotal stage in their life (adolescence) where one right or wrong influence may be the determining factor in the overall happiness of their future life. I will confidently say that the influences I encountered during my own years in high school ultimately changed my life for the better. Now, I can work towards getting into a position where I can pay it forward.

As a microscope/beachball-interpersonal/logic-type, I can see myself being an animated lecturer who allows for group discussions and invites critical thinking practices into the classroom. Being highly analytical, I can help host discussions about certain historical events and work against the possible biases on the topic some students might share previous to actually studying it. I will show students how, in the field of social science, there are many different ways to arrive to the same (or drastically different) solution to the same problem. My ability to clearly communicate course goals with logic-based reasons as to *why* they are learning the curriculum will foster more positive attitudes and perceptions in the classroom. One thing I have come to know about my personality, is that certain characteristics of it make me able to take a room full of Outsider’s, Soc’s, Bloods, and Crips, and spin things around into a friendly atmosphere. I hope that with this career I can utilize and further that skill.

Honestly though, I am not sure what to expect once I enter the field. A large number of people (mainly current or retired educators) have told me I will likely get overburdened by paperwork, be left with very little room to exercise creativity in the curriculum, and simply become pessimistic and hopeless about improving the current educational system. Luckily for me, and perhaps not to their knowledge, I receive that information as a challenge and happen to be highly competitive. My fear about entering this field, however, is only equal to my understanding that what those people say likely have some amount of truth in it.

I expect this course to provide me with real classroom experience and a more in-depth understanding of a teacher’s daily agenda. I also hope that this course will help me foster relationships with my current alumni. My hope is that fellow Farmington graduates will someday serve as the best possible teammates in reforming the stubborn giant that is the public educational system in America.